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Introduction

The following Participatory Governance Handbook was created to provide an overview of the College’s planning and decision making processes. Documents in this manual define the roles and responsibilities, committee structures and ground rules for participatory governance processes and activities. The timelines and requirements for the College’s annual planning cycle is also included. This manual is intended for digital publication on the College’s website and is considered a “living document”; as processes, activities, or information changes or becomes established information will be added and deleted. Questions about and suggestions for this Handbook should be directed to the Co-Chairs of the College Planning Committee.
Mission and Values

MISSION STATEMENT

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

VALUES

Long Beach City College is

Purposeful
The College provides students clear pathways and support to attain their career and educational goals.

Focused
The College embraces a long-term commitment to innovative student success.

Nurturing
The College provides an environment in which students, faculty, and staff build relationships that are understanding and supportive.

Connected
The College is recognized as integral to an inclusive, vibrant, and prosperous local, regional, and global community.

Respectful
The College values and celebrates the exemplary contributions of faculty, staff, and its community partners in supporting students.
2016-2022 LBCC Strategic Plan Goals

Innovate to Achieve Equitable Student Success

Accelerate and close gaps in the equitable achievement of students’ educational and career goals

Accelerate College Readiness

Improve and accelerate college readiness for all student groups

Build Community

Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities

Invest in People and Support Structures for Transformation

Focus institutional resources on the structures, processes, and practices that support transformation

2016-2022 Strategic Plan (or see Appendix A)
Strategic Plan Development

Development of the 2016-2022 Strategic Plan began in spring 2015, with revisions made to the charge and membership of the Task Force that oversaw the development of what was previously known as the Educational Master Plan. The modified charge and membership resulted in the Strategic Plan Oversight Task Force (SPOT) that was charged with overseeing the development of the Strategic Plan, with implementation of the plan set to begin in fall 2016 when the previous Educational Master Plan expired.

To develop the plan, the Task Force administered a self-assessment survey college-wide to better understand college constituent group members’ perceptions of student success and what the College is currently doing to support students on their paths to transferring, earning a certificate or degree, and/or entering the world of work. The SPOT used survey results to prompt discussions at the College regarding what strategic directions the college should take during the next planning cycle.

In fall 2015 and spring 2016 the SPOT also held two strategic planning retreats on Friday nights, which were well attended by faculty, classified staff, and management and became known to the college community as “the Friday Nighters.” At the fall 2015 retreat attendees participated in a visioning activity where they were asked to envision aspects of LBCC in the year 2022, following completion of the strategic plan cycle. Participants also participated in a strengths, weaknesses, opportunities, and threats (SWOT) analysis of the College. In January of 2016, the Vice President of Academic Affairs replicated these activities at the monthly meeting of the Academic Affairs and Student Support Services Administrative Assistants. In spring 2016, at the second Friday Nighters retreat, participants were asked to identify strategic issues (i.e., issues that must be resolved if the College is to achieve its mission) from which the strategic goals would be developed to address.

The SPOT utilized the survey results, the Friday Nighter discussions, and an environmental scan conducted by a LEAD Academy cohort group to develop the 2016-22 Strategic Plan. On June 28, 2017 the Strategic Plan was presented to the Board of Trustees.
Institutional Learning Outcomes

Approved 9/22/2009; Revised 2/16/2011; 4/1/2014

I. Aesthetics and Creativity: The ability to appreciate a range of cultural expressions, including art, music, dance, theatre, literature, and film, as well as the ability to generate useful and original ideas.

II. Civic Engagement: The ability to participate actively in a democracy that respects the rights of diverse peoples and cultures.
   a. Democracy: Develop and promote knowledge and skills to become informed participants who play an active and effective role in our society.
   b. Cultural Sensitivity and Diversity: Appreciate and promote respect of individual differences that embrace the complex ways people integrate into their societies, cultures, and subcultures in order to participate in our society and in diverse group activities.

III. Communication: The ability to effectively interchange ideas and information with diverse audiences and to act within the framework of a society based on information and service.
   a. Foundational Skills: The ability to effectively read, write, listen, speak, and/or sign.
   b. Teamwork & Collaboration: Cooperate and work effectively with individuals and groups using appropriate social skills.
   c. Information Competency: Find, use, manage, evaluate, and convey information efficiently and effectively.

IV. Critical Thinking: The ability to analyze and evaluate a spectrum of ideas that are represented by theories, images, and concepts.
   a. Science Literacy: Apply the scientific method to gain an evidence-based understanding of phenomena.
   b. Numeric Literacy: Apply arithmetic and mathematical skills necessary to solve everyday problems.

V. Wellness: The ability to make lifestyle choices that promote physical, mental, and social health.

VI. Professional Skills: The ability to demonstrate and apply discipline specific competencies for the workplace.
   a. Technical Abilities: Subject matter mastery of theoretical knowledge in a discipline and the competency and currency of corresponding skills (monitoring and correcting performance).
   b. Professional Practices: The ability to assess and implement personal workforce behavior qualities and effort that frame technical abilities (goal-setting, responsibility, and self-management).
   c. Organization: The ability to prioritize work processes, allocate the appropriate resources, complete assignments in a timely manner, adapt to changing workload and environment, and identify realistic interventions for short and long term planning.
Decision-Making Philosophy

It is the philosophy of Long Beach City College to entrust all college constituent groups; faculty, staff, management, administration and students with the right to participate in decision making activities that are meaningful and relevant to their individual and collective purposes. The College is committed to empowering students to achieve their educational goals as well as empowering employees to maximize their contributions to the college as an institution.

Participation in governance is a collaborative college-wide process dependent on trust and open communication and is predicated upon the sincere commitment of all participants. Participation in governance is made a reality through the process that includes shared planning, justified and thoughtful recommendations, and delegating responsibilities to appropriate areas, realizing the Board has final decision-making authority and ultimate legal responsibility.

The essential activities of the college decision-making process are policy and regulation development and college planning, implementation, and review. College planning is used to determine college commitments and the annual budget. The results of the college decision-making processes are regularly reviewed.

Long Beach City College is committed to their stated core values:

We strive to be purposeful, focused, nurturing, connected and respectful in all we do.
Collegial Consultation Definition

Academic Senate

To “consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

As designated in Title V and Administrative Regulations 2006, the Board of Trustees recognizes the Academic Senate as the body which represents the faculty in collegial governance relating to academic and professional matters. The Board of Trustees elects to rely primarily upon the advice and judgment of the Academic Senate on the following academic and professional matters:

A. Curriculum, including prerequisites and placing courses within disciplines. The Committee on Curriculum and Instruction is charged with the development of policies and regulations pertaining to curricular issues,
B. Degree and certificate requirements,
C. Grading policies,
D. Standards or policies regarding student preparation and success, and
E. Policies for faculty professional development activities.

The Board of Trustees or its designee(s) and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy on the following academic and professional matters:

A. Processes for program review,
B. Educational program development,
C. District and college governance structures and accreditation as related to faculty roles,
D. Faculty roles and involvement in accreditation processes, including self-study and annual reports, and
E. Processes for institutional planning and budget development.
Collegial Consultation Definition

**Classified Senate**

As designated in Long Beach City College District (LBCCD) Administrative Regulation “2006. Participation in Governance,” the LBCCD Board of Trustees recognizes the Classified Senate as the body that represents the Classified Staff of Long Beach City College with regard to governance and decision-making on matters not relating to collective bargaining and contract negotiations.

The Classified Senate respects the principles of collegial consultation and shared decision making embodied in Title 5, Section 51023.5 and California Education Code Section 70902, which makes those roles a matter of legal obligation. This requires the governing board to establish processes to provide district employees, other than faculty, with an opportunity to participate effectively in developing policies and procedures that "have or will have a significant effect on staff." Thus, those representing staff should work with administrators and, in appropriate cases, with the academic senate or the associated student organization to jointly develop recommendations.
Committees
Structure

The charge and membership for each standing committee, subcommittee, and task force of the College Planning Committee are available upon request during the transition to the new LBCC website. Please contact Jennifer Holmgren jholmgren@lbcc.edu for these documents.
Committees
Meeting Ground Rules (These ground rules do not apply to Brown Act Committees)

Established at the CPC/ Academic Council Retreat 12-11/14

Agenda
• Post at least 48 hours in advance
• Co-chairs will create and develop
• Standardized the format (template to be developed in the future)
• Agendize items appropriately to meet the timeframe

Meeting Process
• Co-chairs must mutually agree to cancel a meeting
• A co-chair can facilitate the meeting by themselves if necessary
• Schedule meetings in advance (every attempt should be made to schedule the meetings in the spring semester for the following academic year)
• Established and publicized meeting times
• Schedule of meetings should be mutually agreed upon
• There must be a quorum of membership (51%) to take action
• Annual evaluation of the committee purpose, function, membership, and meeting frequency (process to be developed in the future)
• meetings must be meaningful and focused on purpose and function
• Co-chairs facilitate open, respectful, inclusive dialogue

Summary Notes
• A record of each meeting should be taken for:
  o action items
  o attendance (sign-in sheet)
  o future topics
  o identify recorder
• Summary notes need to be taken at each meeting, and then reviewed and approved at the next meeting
• Post approved summary notes on the LBCC website
• (recommended template to be developed to include action, discussion and information items)

Committee Member Expectations
• Role and responsibilities:
  o Communicating to constituents
  o Attendance (common attendance rules will be established for all committees)
• How to become a committee member (forthcoming)
• Meeting etiquette and decorum (see LBCC values and decision-making philosophy)
- Preparation for meeting
- Complete tasks as assigned

Training
- New chair orientation
- New committee member orientation
- Training for recorders

Creating a Committee, Subcommittee, or Task Force
- The College Planning Committee determines the necessity for new committees, subcommittees, and task forces. The College Planning Committee completes the Committee and Task Force Charge and Membership Template (see Appendix B) to recommend the addition of a committee, subcommittee, or task force.
Decision-Reaching Process
Purpose of the Annual Planning Process

The purpose of the annual planning process is to determine goals and prioritize resource requests to move these goals forward.

**Department Planning**

Department planning provides the ability to develop goals, projects, and strategies, and to submit resource requests. Department planning is a process to reflect on and forecast the direction of the departments and their programs. This level of planning informs the inter-level and vice president-level plans and aligns with the strategic plan goals.

**Inter-level Planning**

Following submission of the department plans, inter-level planning groups are established at the deans’ level (i.e., academic deans and the counseling and student support services dean) and at comparable levels when determined by the appropriate vice-president in the non-instructional areas. The area deans’ inter-level planning groups are comprised of one or two faculty members from each department within the area, depending on each department’s preference. Department head participation is encouraged, but not required, as department heads may designate a point person to attend the inter-level planning group instead. The administrative assistant for the area, as well as any additional staff as agreed upon by the school should also attend the inter-level planning meetings. At the inter-level planning meeting, the departmental faculty members will select a faculty member to serve as co-chair for the group. This selection can take place by consensus or by election during the meeting. For non-instructional inter-level planning groups, the composition is to be determined by the appropriate vice president and will include representatives for each of the functional areas.

The charge of the inter-level planning groups is to:

1. Compile the department accomplishments and any relevant data (e.g., SLO data, access, efficiency, and effectiveness data, labor market data) to be forwarded to the vice president-level planning group.
2. Prioritize projects and resource requests based on department plans and any projects or resource requests that have arisen from the instructional program reviews.
3. Consider the base budget for the area and the resource and budget requests from departments to reach budget and prioritization decisions.
4. Communicate to all departments within the area in writing regarding the decisions and prioritizations that have been determined and forwarded to the vice-president level.
5. Communicate to departments within the area when requests or proposals are declined, postponed, or otherwise not included as priorities in the inter-level plan sent forward to the vice-president level. A rationale should be offered for the decision, and when appropriate, suggestions for improving the proposal or request.

Vice President-Level Planning

Following the submission of the inter-level plans to the vice presidents, vice president-level planning groups are formed and meet once in the fall and once in the spring. These groups are co-chaired by the vice president and an academic senate executive committee member who is assigned by the College Planning Committee at the beginning of the year. Additional representatives from administration, faculty, and staff are determined by the College Planning Committee. Groups should include reasonable representation for all areas under the specific vice president’s purview. All representatives will be responsible for carrying input back to the areas they represent regarding the discussions and decisions of the groups.

The charge of the vice president-level planning groups is to:

1. Compile the inter-level accomplishments, data, projects and goals, and resource requests based on the reports from the inter-level groups. If no inter-level groups are established within a given area, this will be based on the department plans from the area. This information will be forwarded to the College Planning Committee.
2. Prioritize proposed projects and resource requests based on the reports provided from the inter-level planning groups. If no inter-level planning groups were established, this will be based on the department plans and program reviews from the vice president’s areas. The academic affairs planning group will also consider input from the curriculum committee.
3. Inter-level co-chairs will communicate to departments within their areas when requests are not prioritized, offering a rationale for the decision, and when appropriate, suggestions for improving the proposal or request.
4. At the conclusion of the process, each group will communicate in writing to all departments in the area all decisions and priorities that have been reached and forwarded to the College Planning Committee.

College Planning Committee and Budget Advisory Committee Joint Meeting

Following submission of their plans to the College Planning Committee, each vice president and their academic senate executive committee co-chair(s) present on goals developed by their planning groups to a joint College Planning Committee and Budget Advisory Committee meeting in March to ensure that both committees are transparent and understand their respective roles in the resource allocation process. The College Planning Committee is charged with developing institutional priorities following this meeting and presenting these to the Budget Advisory Committee, along with the ranked lists of augmentation requests for inclusion in the budget assumptions. The vice presidents of the College’s five
major divisions work together as members of the Superintendent-President’s Executive Committee to make final resource prioritizations.
<table>
<thead>
<tr>
<th>Plan</th>
<th>Annual Department Plans</th>
<th>School Plans</th>
<th>VP Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's Included?</td>
<td>Projects/strategies, resources requested, realignment of projects and strategies from EMP goals to SP goals</td>
<td>Goals, resources needed, realignment of goals from EMP goals to SP goals</td>
<td>Goals, resources needed, realignment of goals from EMP goals to SP goals</td>
</tr>
<tr>
<td>What years are we planning for?</td>
<td>Plans written in 2017-18 are used to plan for the 2018-19 budget.</td>
<td>Plans written in 2017-18 are used to plan for the 2018-19 budget.</td>
<td>Plans written in 2017-18 are used to plan for the 2018-19 budget.</td>
</tr>
<tr>
<td>Who has to do it?</td>
<td>All departments</td>
<td>All schools</td>
<td>All VPs</td>
</tr>
<tr>
<td>Who's responsible?</td>
<td>Department Heads with their departments</td>
<td>Deans with School-Level Planning Groups</td>
<td>VPs with their VP-Level Planning Group</td>
</tr>
<tr>
<td>How often do we have to do it?</td>
<td>Annually</td>
<td>Annually</td>
<td>Annually</td>
</tr>
<tr>
<td>When is it due?</td>
<td>Instructional - FINAL: Friday, October 13, 2017</td>
<td>Monday, November 13, 2017</td>
<td>Monday, March 5, 2017</td>
</tr>
<tr>
<td>When do I submit it?</td>
<td>Run a report in TracDat and save it in your TracDat documents folder.</td>
<td>The School Plans will go to the VP-level groups and will also be posted online. For department requests that are not prioritized at the school level, the dean will send to the requesting department(s) a rationale explaining why the request was not prioritized.</td>
<td>The VP-level Plans go to the College Planning Committee (CPC) and are also posted online.</td>
</tr>
<tr>
<td>Where does it go?</td>
<td>The final Department Plans for instructional areas will go to the School-level groups and will also be posted online. The final Department Plans for non-instructional areas will go directly to the VP groups and also be posted online.</td>
<td></td>
<td>The CPC will use the VP-level plans to help develop institutional priorities and to review the ranked lists of augmentation requests by each VP. These are presented to the budget Advisory Committee for the development of budget assumptions. Co-Chairs of CPC present to the Department Heads and Deans at each Department meeting the institutional priorities and ranked augmentation requests developed from the VP-area goals and requests.</td>
</tr>
<tr>
<td>How is it used?</td>
<td>The School-level groups will use it to help prioritize projects/strategies/resources requested, Capital Outlay requests and help inform the School Plan. It is also used for grant funding priorities, hiring priorities for new faculty and classified staff, facilities planning.</td>
<td>The VP-level groups will use it to help prioritize projects/strategies/resources requested across schools and departments, develop VP goals and help inform the VP Plan. It is also used for grant funding priorities, hiring priorities for classified staff, facilities planning.</td>
<td></td>
</tr>
</tbody>
</table>
Decision-Reaching Process
Hiring Processes

The College has established processes for hiring of all constituent groups:

Full-Time Faculty

Administrative Regulations 3012

See the hiring priorities website for information on the hiring priorities process for more information on the hiring priorities process

Part-Time Faculty

Administrative Regulations 3013

Classified Staff

Rules and Regulations of Classified Service

Academic Administrative Hiring

Administrative Regulations 3003
Appendix A
Strategic Plan

Long Beach City College
2016-2022 Strategic Plan For Transformational Improvement

INNOVATE TO ACHIEVE EQUITABLE STUDENT SUCCESS

GOAL 1 - Accelerate and close gaps in the equitable achievement of students’ educational and career goals

Clarify and simplify paths to students’ goals

1. Simplify students’ choices with program maps co-developed by discipline-specific faculty and counselors that show students clear and efficient paths to completion of their educational and career goals that include articulated learning outcomes.
2. Organize programs of study into meta-majors and manageable set of pathways.
3. Continue to develop associate degrees and certificates that limit the number of credits required for degree completion while maintaining quality programs that articulate with key transfer institutions and that meet the requirements for programmatic accreditation and/or industry licensure.

Help students choose and enter a path

4. Use student-centered research and design to incorporate processes before and during students’ entry to college that help students identify their educational and career goals based on labor market data, job projections, career assessments, and further educational opportunities.
5. Guide students’ choices of study without restricting options through the development of exploratory tracks into each of the meta-major pathways.
6. Develop supports (“on-ramps”) into specific programs of study that facilitate access for students with foundational skill needs.
7. Design and implement processes, practices, and tools that welcome and guide students into communities of career and study interests.

Help students stay on path

8. Embed counseling, guidance, progress tracking, feedback, and support throughout students’ educational paths to promote engagement, learning, and persistence consistent with students’ educational plans.
9. Use technology to ensure that all students guided into a pathway receive automated notifications that are timely and personalized based on progress toward their educational and career goals.
10. Create consistent and structured course schedules that are informed by data and students’ educational plans.

**Ensure students are learning**

11. Establish program-level student learning outcomes aligned with skills and knowledge needed for success in employment and advanced education in a given field.
12. Use student learning outcomes assessment results to improve instruction and the learning experience.
13. Incorporate equity-minded, student centered teaching strategies and relevant curriculum.
14. Support students to develop digital fluency to effectively learn, interpret, analyze, and communicate information within digitally connected communities of practice that align with career and educational pathways.
15. Support faculty who want to work in interdisciplinary teams and provide coherent learning experiences for students within each pathway.
16. Support faculty to:
   - Transition from a “knowledge transmission” approach to teaching which tends to focus on covering facts and abundant content to a “learning facilitation” approach that emphasizes conceptual understanding and critical thinking.
   - Adapt the learning experience to student groups who have historically underperformed in their coursework.
   - Embrace innovative teaching strategies to enhance student engagement and learning (e.g., blended teaching methods, flipped classrooms, self-paced and adaptive learning software, transformative pedagogy, etc.).
   - Contextualize foundational skills instruction to applied learning.
   - Make program student learning outcomes relevant to career and educational opportunities.
   - Remain current in their discipline of expertise and help them to apprentice students into that community of practice.

**Help students complete and transition**

17. Streamline processes to award certificates and associate degrees.
18. Provide informational and human connections to transfer institutions that facilitate students’ progress in baccalaureate programs.
19. Expand internship opportunities for graduates and students close to degree or certificate completion.
20. Enhance support for students to transition into jobs relevant to student pathways.
21. Provide opportunities for graduates to provide feedback on LBCC program effectiveness and to serve as mentors and role models for new students.
ACCELERATE COLLEGE READINESS

GOAL 2 - Improve and accelerate college readiness for all student groups

*Treat college preparedness as an issue of equity and design academic courses, programs, and supports to close gaps in student preparedness among different student groups*

1. Meet students where they are and move away from a deficit model to embrace an educational and cultural capital approach to teaching and supporting students.
2. Use multiple measures to identify accurately students’ foundational skills and allow for correct placement into foundational skills courses.
3. Utilize non-cognitive assessment methods that contribute toward reliable prediction of success in college-level coursework for all students.
4. Continue to develop models for accelerating students’ progress through foundational skills development and support the policies and practices that enable the college to deliver the most effective models to scale.
5. Redesign traditional remediation as an “on-ramp” to a program of study that helps students explore academic and career options from the beginning of their college experience.
6. Through contextualized instruction, align students’ foundational skills coursework with programs of study.
7. Provide targeted and efficient supports and interventions to close specific gaps in foundational knowledge and skills.
BUILD COMMUNITY

GOAL 3 – Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities.

**Revitalize a positive, mutually supportive and caring Long Beach City College community that sustains a sense of belonging and affirms the contributions of all members**

1. Redefine institutional roles and boundaries to break down departmental boundaries that inhibit well-coordinated and nurturing support and focus on students (e.g., create student success teams of discipline faculty, counseling faculty, advisors, instructional specialists, tutors, etc.).
2. Establish processes and practices to welcome students to their chosen educational and career pathway and to support their evolving engagement—first as newcomers and ultimately as professionals.
3. Extend students’ pathways experiences with opportunities to give back to new students entering the college.
4. Establish practices that acknowledge contributions to institutional and community goals and that celebrate our shared successes.
5. Build bridges with community organizations to establish and strengthen relationships.
6. Continue to serve as an innovative leader in advancing student success.

**Strengthen and expand educational partnerships**

7. Continue to strengthen the Long Beach College Promise partnership between the Long Beach Unified School District, Long Beach City College, California State University Long Beach, and the Long Beach Mayor’s Office to increase college access, accelerate and enhance college preparation, and increase degree completions while reducing the time to complete those degrees.
8. Continue to collaborate with high school districts to improve rates of college readiness in high school graduates by continuing to align curricula and learning outcomes, to expand opportunities for concurrent enrollment in programs (not just courses), and to share data that informs the effectiveness of collaborative efforts.
9. Encourage the development of associate degrees for transfer to the University of California campuses to expand transfer opportunities for students.

**Align educational programs with workforce development**

10. Improve curricular and program alignment with labor market needs and current and emerging skill expectations from employers.
11. Establish robust relationships with industry partners to inform our not-for-credit training curriculum.
12. Provide opportunities to enhance faculty understanding of industry training and skills needs.
13. Facilitate interest in partnerships to build for credit programs matching employer needs.
14. Support academic program faculty and staff with data, research, and real-time industry and labor trends to inform long-term planning.
15. Support academic program faculty to identify industry experts to serve in adjunct faculty positions.

**Infuse educational programs with opportunities for students, faculty, and staff to meaningfully participate in and enhance the greater Long Beach community**

16. Develop and integrate community-based, social change oriented curriculum into our educational and career pathways.
17. Create an environment where students feel supported and part of a cohesive and caring community (e.g., achievement coaches, student success teams, etc.).
18. Engage in outreach to build positive relationships with our diverse communities, promote feelings of inclusion, enhance intercultural sensitivity, and foster mutual respect.
19. Provide opportunities for faculty and students to work collaboratively with community organizations and groups to develop projects that address social issues important to Long Beach.
20. Enrich the learning experiences of students and the academic community through strong global connections.
21. Expand academic and co-curricular programming to encompass diverse cultures and that prepare students to be global citizens.
22. Reinvigorate the LBCC Alumni program to provide program graduates opportunities to assess the effectiveness of LBCC programs, to support internships for current students, and to serve as guest speakers or mentors for students in the pathways from which they graduated.
INVEST IN PEOPLE AND SUPPORT STRUCTURES FOR TRANSFORMATION

GOAL 4 - Focus institutional resources on the structures, processes, and practices that support transformation

Attract, support, and retain a diverse and exemplary workforce

1. Hire a more diverse workforce that reflects the communities served by Long Beach City College.
2. Invest in on-boarding processes for all employees and in ongoing professional development that optimizes the potential of all faculty and staff.
3. Implement a human capital development plan that supports all college employees through each phase of their career development and that captures institutional knowledge which benefits successive cohorts of newly hired employees and informs the ongoing advancement of institutional goals.

Provide college-wide professional development for the development and implementation of guided pathways

4. Build an organizational capability to use student-centered design to improve the experiences of our diverse students and to improve rates of certificate and degree completion.
5. Invest in leadership development for faculty, classified staff, and administrators to support cross-functional teams that facilitate the development and implementation of guided pathways.
6. Provide professional development on how to implement and evaluate pilot programs so that effective policies and practices can be scaled.
7. Support faculty and staff to:
   - Collaborate across departments, divisions, and higher education segments in order to provide students with a cohesive and integrated learning experience as they progress through their chosen programs of study.
   - Effectively utilize educational technologies to enhance students' learning experiences and to make the delivery of instruction and classroom management more effective and efficient.
   - Collect, analyze, and use data to more effectively assess student learning and evaluate efficiency and effectiveness.
   - Effectively participate in college governance and understand the respective roles and responsibilities of all college constituent groups.

Improve communication internally at all levels and externally with educational and community partners

8. Enhance processes and practices that support broad and inclusive engagement, collaboration, inquiry, innovation, flexibility, and tolerance for risk.
9. Increase virtual information sharing about department supports and student-specific needs.
10. Design and develop student service and support department communication tools and resources that more effectively direct, focus, and motivate students while making students feel both nurtured and empowered.

11. Implement the LBCC Strategic Communications Plan, highlighting the college’s transformational efforts to improve and accelerate students’ attainment of their educational and career goals.

12. Redesign the college website utilizing user-centered design and establish processes for maintaining content currency and ease of navigation.

13. Rebrand the college so that prospective students and community members understand LBCC’s identity, mission, values, and opportunities.

Streamline and simplify business processes for students and staff

14. Continue to invest in a comprehensive business process review and implement technology and process improvements that are informed by efficiency benchmarks and by user-centered design.

Focus innovations in technology

15. Integrate technology that is designed for students to facilitate the achievement of their educational and career goals.

16. Expand the use of the Learning Management System to support learning in all courses.

17. Expand the student portal to provide students with access to integrated and dynamic information about college and community resources and supports, help them keep track of their progress against key milestones, and provide them with timely and personalized messages to keep them on track through the completion of their goals.

18. Continue to implement educational technologies that support student-paced learning and feedback.

19. Adopt and support faculty and students' use of open education resources.

Improve access to integrated and actionable data

20. Build a learning analytics platform that collects and supports predictive modeling about student behaviors that support and impede learning, progress, and completion.

21. Develop data tools that are easy to access and that facilitate the generation of data that is easy to understand and actionable for faculty, staff, and students.

22. Continue to expand data sharing capacity with partner institutions that support student-level tracking of progress from high school to associate and baccalaureate degree completion and employment.

Ensure a sustainable and state-of-the-art facilities infrastructure

23. Support the LBCCD 2041 Facilities Master Plan while designing for energy conservation, environmental sustainability, and a modern and flexible learning and work environment.
Strategically Measuring Success

To support the Strategic Plan implementation, the Office of Institutional Effectiveness will provide two key data resources for the college. Institutional Effectiveness will:

- Build a high-level dashboard that is viewable to all college stakeholders to support thinking and decision-making along the student experience continuum from connection to the college to transition as students move on to a university or employment.
- Support faculty to integrate relevant indicators into their Department Planning and Program Review process.

These resources will include three common strategies for strengthening data use at LBCC and emphasizing evidence that is directly applicable to the Strategic Plan: 1) designing metrics based upon the Completion by Design framework; 2) focus on leading and lagging indicators to provide data needed to make decisions; and 3) provide multiple levels of data.

What will the Dashboard include?

The Strategic Planning group has identified relevant data metrics to inform the problems that the college as a whole is trying to solve. By integrating the Completion by Design framework, LBCC is incorporating metrics that are telling of a student’s engagement, entry, and early progress at the college. These leading indicators directly relate to our longer term goals of completion and transition that are measured by lagging indicators.

The LBCC Strategic Plan dashboard will provide high-level information to college leadership and other stakeholders who are interested in the “big picture” information about LBCC student success. The dashboard will be designed to update regularly and include drill-down options to answer additional questions about the student experience at LBCC.

What is the support for faculty and departments?

Many important decisions are happening within departments and classrooms at LBCC that directly impact student success; but these practices need a different level of data than the “big picture” dashboard provides. The Office of Institutional Effectiveness will work with each department to support faculty as they develop discipline and course-specific leading and lagging indicators to include in both department planning and program review that will inform department decision-making. These indicators should be aligned with the LBCC Strategic Plan Dashboard metrics, but they would be specific to department/faculty contexts.

What are leading and lagging metrics? What are levels of data? Why are these important?

Institutional Effectiveness staff use the concepts of leading and lagging indicators to support effective data understanding and use among all LBCC stakeholders. Leading and lagging indicators are:
Leading indicators: Early indicators/milestones that lead to longer-term outcomes. Specific policy and practice tend to have more direct influence on leading indicator success.

Lagging indicators: These longer-term outcomes may be influenced by many factors. Most student success efforts of a college are focused on these indicators.

Different levels of data are important to inform different types of student success questions. When considering college-wide policy change or the culmination of all strategic efforts, the “big picture” level of data is essential to consider. These big picture data views are already available on our Student Success Scorecard and will be integrated into the Strategic Plan Dashboard.

The Strategic Plan calls for action at all levels of the college, including department reflection and action to improve outcomes. If we want to empower individual departments and faculty to contribute to the Strategic Plan we must provide data that is relevant to the work those stakeholders contribute, see Exhibit 1 for an example. Therefore, integration of leading and lagging indicators from the continuum are important for faculty to consider in their planning.

Exhibit 1: Leading and Lagging Indicator examples by different levels of data
## Charge and Membership

<table>
<thead>
<tr>
<th>Name of Committee or Task Force</th>
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<tr>
<td>Purpose</td>
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<td>Function</td>
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<td>Annual Timeline of Outputs</td>
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<td>Reporting</td>
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<td>Membership and Membership Term Limits (Term Limits if Applicable)</td>
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<td>Meeting Frequency and Schedule</td>
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<td>Other</td>
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<td>Term</td>
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| Academic and professional matters (10+1) | (c) “Academic and professional matters” means the following policy development and implementation matters:  
1) curriculum, including establishing prerequisites and placing courses within disciplines;  
2) degree and certificate requirements;  
3) grading policies;  
4) educational program development;  
5) standards or policies regarding student preparation and success;  
6) district and college governance structures, as related to faculty roles;  
7) faculty roles and involvement in accreditation processes, including self-study and annual reports;  
8) policies for faculty professional development activities;  
9) processes for program review;  
10) processes for institutional planning and budget development; and  
11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. | Title 5 § 53200c [https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=%28sc.Default%29](https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=%28sc.Default%29) |
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<tr>
<th>Term</th>
<th>Definition/ Description</th>
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<tr>
<td>Brown Act</td>
<td>The Ralph M. Brown Act (Gov. Code, § 54950 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other. As the courts have stated, the purpose of the Brown Act is to facilitate public participation in local government decisions and to curb misuse of the democratic process by secret legislation by public bodies. (Cohan v. City of Thousand Oaks (1994) 30 Cal.App.4th 547, 555.) To these ends, the Brown Act imposes an “open meeting” requirement on local legislative bodies. (§ 54953 (a); Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109, 1116.)</td>
<td>The Brown Act – Open Meetings for Local Legislative Bodies, CA Attorney General's Office, 2003</td>
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<td>Collegial Consultation</td>
<td>(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion: (1) relying primarily upon the advice and judgment of the academic senate; or (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.</td>
<td>Title 5 § 53200d <a href="https://govt.westlaw.com/calregs/Index?transitionType=Default&amp;contextData=%28sc.Default%29">https://govt.westlaw.com/calregs/Index?transitionType=Default&amp;contextData=%28sc.Default%29</a></td>
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<td>Participatory Governance</td>
<td>1. “Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” The intent of the Legislature in enacting this section of AB 1725 was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of the local governing board.</td>
<td>1. Participating Effectively in District and College Governance, The Academic Senate for California Community Colleges and The Community College League of California, Fall 1998 2. Shared/Participatory Governance, A Position Paper By California Community Colleges Classified Senate (4CS), October 1999</td>
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<td>Title 5 §§51023.7 and 52023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters (defined in §53200). Consequently, the more precise terms call for the governing board to assure <strong>effective participation</strong> of students and staff and to <strong>consult collegially</strong> with academic senates. The term “shared governance” can take on many meanings and it is suggested that its use be curtailed in favor of the more precise terms. 2. What is participatory governance? Specifically, Education Code Section 70901(b) required the Board of Governors to adopt regulations setting “...minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration...” participatory governance, then, is a complex web of consultation and decision-making and responsibility that translates goals into district policy or action. Currently it is widely agreed that the term “shared” governance is not truly descriptive of the process as the implementation intended. “Participatory” governance is more descriptive of the actual process. Ultimately liability continues to remain with the local governing board. 3. The practice of involving faculty, staff, students and administrators in policy discussions at the local and state levels.</td>
<td>3. Orange Coast College – Decision Making: A Guide to Planning and Governance, Fall 2012</td>
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<td>Quorum</td>
<td>Fifty percent plus one; the minimum number of members who must be present for a committee meeting or a floor session to conduct business.</td>
<td>Community College League of CA (CCLC)</td>
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<td><a href="http://www.ccleague.org/i4a/pages/index.cfm?pageid=3498#q">http://www.ccleague.org/i4a/pages/index.cfm?pageid=3498#q</a></td>
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| Academic Senate      | 1. The Board of Trustees recognizes the Academic Senate as the official body which represents the faculty in shared governance relating to academic and professional matters. The Board of Trustees, or the Superintendent-President as designee, shall consult collegially with representatives of the Academic Senate when adopting policies and procedures on academic and professional matters. Policies and procedures on academic and professional matters shall not be adopted until such consultation has occurred.  
2. (b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.” | 1. Board Policy 2006; See also AR 2006.5, 2006.8 – 2006.12  
2. Title 5 § 53200b  
https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=%28sc.Default%29  
https://californiacommunitycolleges.cccco.edu/ChancellorsOffice/BoardofGovernors.aspx |
| Classified Union     | The Board of Trustees recognizes the Classified Union as an official body which represents classified staff in collegial shared governance, exclusive of collective bargaining issues. The recommendations and opinions of the Classified Union shall be given every reasonable consideration. | Board Policy 2006; See also AR 2006.5, 2006.14 - 2006.19  
https://californiacommunitycolleges.cccco.edu/ChancellorsOffice/BoardofGovernors.aspx |
| Associated Student Body | The Board of Trustees recognizes the Associated Student Body Cabinet as the official body which represents the students in shared governance relating to student matters. The Board of Trustees, through the Superintendent-President or designee, shall provide students the opportunity to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations regarding policies and procedures. The Board of Trustees shall ensure that recommendations and positions developed by the Associated Student Body Cabinet or its designee are given every reasonable consideration. | Board Policy 2006; see also AR 2006.5, 2006.13 |
| Board of Governors   | The California Community Colleges Board of Governors sets policy and provides guidance for the 72 districts and 112 colleges that constitute the system. The 17-member board is appointed by the governor and formally interacts with state and federal officials and other organizations. The board selects a chancellor for the system. The chancellor, through a formal process of consultation, brings recommendations to the board. | CCCC0 – Board of Governors  
http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/BoardofGovernors.aspx |
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| Committee     | A group established to support fulfilling the college mission, meeting college goals, and carrying out strategic initiatives by making recommendations to the College Planning Committee on those areas of responsibility as designated, also referred to as standing committee. Representatives consider matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies. | 1. Engaging All Voices, Modesto Junior College Participatory Decision-Making Handbook, Oct 2012 – Sept 2014  
<p>| Sub-Committee | A subcommittee reports to a standing committee. The recommendation for the formation of a subcommittee may come from the College Planning Committee or a standing committee of the College Planning Committee. A subcommittee must be approved by the College Planning Committee.                                                                 |                                                                -module                                                                                     |
| Council       | A participatory governance group which includes representation of all constituencies that serves to make recommendations as part of the decision-making process of the college and meets on a regular basis.                                                                                                                                  | 1. Engaging All Voices, Modesto Junior College Participatory Decision-Making Handbook, Oct 2012 – Sept 2014  |
| Task Force     | A task force addresses special college-wide issues or tasks and meets until the issue is resolved or the task is complete. A Task Force must be approved by the College Planning Committee.                                                                                                                                                         | 1. Rio Hondo Organizational Structure and Governance Manual 2014                                      |
| Workgroup     | A group that comes together in the short-term and is accountable for an end product. Funding sources are not attached to workgroups. Formation of a work group occurs through a standing committee or the College Planning Committee.                                                                                                                             |                                                                -module                                                                                     |
| Ex-Officio    | By virtue or because of an office (i.e., The Vice President serves <em>ex officio</em> as president of the Senate)                                                                                                                                                                                                                                     | Merriam-Webster online                                                                                                                                 |
| Open Forum    | Opportunities for campus-wide dialogue between the leadership team and constituent groups, which are usually focused on specific topics or issues. Examples include town halls and campus dialogues.                                                                                                                             | 2. Orange Coast College – Decision Making: A Guide to Planning and Governance, Fall 2012                |</p>
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<tr>
<td>Minutes</td>
<td>The summary of the business of a Brown Act committee, which identifies voting actions and summarizes results of actions taken.</td>
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<tr>
<td>Action Minutes</td>
<td>A listing of action items for a Brown Act committee.</td>
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<tr>
<td>Summary Notes</td>
<td>A brief synopsis of discussions related to meeting agenda items. Summary notes are recorded for non-Brown Act committees, including all committees that fall under the College Planning Committee.</td>
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<td>Strategic Plan</td>
<td>The 2016-22 Strategic Plan for transformational improvement is the result of more than a year of thoughtful analysis, engaged and impassioned dialogue, and the collective dedication of hundreds of faculty, staff, and students. The development of the Strategic Plan was lead by the Strategic Plan Oversight Taskforce. The Strategic Plan includes four main goals: 1. Accelerate and close gaps in the equitable achievement of students' educational and career goals; 2. Improve and accelerate college readiness; 3. Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities; 4. Focus institutional resources on the structures, processes, and practices that support transformation.</td>
<td>2016-2022 Strategic Plan</td>
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